

New York State District Report Card Comprehensive Information Report

BEDS Code: 08-15-01-04-0000

Name: Oxford Academy And Central School District

Superintendent: Grayson Stevens

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	18	18
Kindergarten	58	55	54
First	79	72	69
Second	71	71	58
Third	82	68	75
Fourth	84	84	71
Fifth	76	92	90
Sixth	85	77	91
Ungraded Elementary	0	0	7
Seventh	82	81	79
Eighth	73	84	79
Ninth	75	73	89
Tenth	76	74	71
Eleventh	73	65	71
Twelfth	74	78	67
Ungraded Secondary	0	0	0
Total K-12 Enrollment	988	974	971

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.1%	2	0.2%	3	0.3%
Black (Not Hispanic)	11	1.1%	11	1.1%	13	1.3%
Hispanic	3	0.3%	13	1.3%	16	1.6%
White (Not Hispanic)	973	98.5%	948	97.3%	939	96.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	14	14
Common Branch	18	18	17
English Grade 8	18	21	20
Mathematics Grade 8	18	22	21
Science Grade 8	18	21	20
Social Studies Grade 8	18	21	20
English Grade 10	21	22	21
Mathematics Grade 10	16	23	10
Science Grade 10	20	19	18
Social Studies Grade 10	20	19	19

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	246	24.9%	284	29.2%	295	30.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		94.6%		94.9%
Student Suspensions	51	5.0%	50	5.1%	55	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.4%	13.4%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	97
Total Other Professional Staff	12
Total Paraprofessionals	30
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	69	37	54%	66	32	48%	57	36	63%
Students with Disabilities	2	0	0%	2	0	0%	6	1	17%
All Students	71	37	52%	68	32	47%	63	37	59%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	30	20	1	5	5	2
Percent	48%	32%	2%	8%	8%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	1	3	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			8		9	
	Entered GED Program*			0		0	
	Total Noncompleters			8		9	
Students with Disabilities	Dropped Out			7		2	
	Entered GED Program*			0		1	
	Total Noncompleters			7		3	
All Students	Dropped Out	5	1.7%	15	5.2%	11	3.7%
	Entered GED Program*	1	0.3%	0	0.0%	1	0.3%
	Total Noncompleters	6	2.0%	15	5.2%	12	4.0%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		210	256
	Number of Students with Disabilities		38	42
	Number of All Students		248	298
	Percent of Enrollment		86%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	25%	28	64%	30	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	77%	40	80%	31	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	4	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	2	#	1	#
Science	13	69%	4	#	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	8	50%	5	20%	2	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	66	69	34	6	9	5
Number Scoring 55–100	64	66	32	4	6	3
Number Scoring 65–100	56	59	29	2	4	1
Number Scoring 85–100	18	25	17	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	94%	67%	67%	60%
Percentage of Tested Scoring 65–100	85%	86%	85%	33%	44%	20%
Percentage of Tested Scoring 85–100	27%	36%	50%	0%	0%	0%
Mathematics A						
Number Tested	10	5	73	2	1	4
Number Scoring 55–100	7	3	65	#	#	#
Number Scoring 65–100	3	2	56	#	#	#
Number Scoring 85–100	0	1	19	#	#	#
Percentage of Tested Scoring 55–100	70%	60%	89%	#	#	#
Percentage of Tested Scoring 65–100	30%	40%	77%	#	#	#
Percentage of Tested Scoring 85–100	0%	20%	26%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	77	71	17	11	9	5
Number Scoring 55–100	74	64	15	8	6	4
Number Scoring 65–100	72	53	11	6	3	2
Number Scoring 85–100	26	16	0	0	0	0
Percentage of Tested Scoring 55–100	96%	90%	88%	73%	67%	80%
Percentage of Tested Scoring 65–100	94%	75%	65%	55%	33%	40%
Percentage of Tested Scoring 85–100	34%	23%	0%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	22	71	43	5	6	6
Number Scoring 55–100	18	71	40	3	6	4
Number Scoring 65–100	18	60	35	3	5	4
Number Scoring 85–100	8	30	13	0	0	0
Percentage of Tested Scoring 55–100	82%	100%	93%	60%	100%	67%
Percentage of Tested Scoring 65–100	82%	85%	81%	60%	83%	67%
Percentage of Tested Scoring 85–100	36%	42%	30%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	14	56	34	0	1	3
Number Scoring 55–100	14	56	34	0	#	#
Number Scoring 65–100	14	53	34	0	#	#
Number Scoring 85–100	3	5	8	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	21%	9%	24%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	51	69	65	7	8	11
Number Scoring 55–100	45	66	61	3	7	7
Number Scoring 65–100	42	58	55	2	6	5
Number Scoring 85–100	17	18	21	0	0	1
Percentage of Tested Scoring 55–100	88%	96%	94%	43%	88%	64%
Percentage of Tested Scoring 65–100	82%	84%	85%	29%	75%	45%
Percentage of Tested Scoring 85–100	33%	26%	32%	0%	0%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		25	1		0	0
Number Scoring 55–100		24	#		0	0
Number Scoring 65–100		21	#		0	0
Number Scoring 85–100		5	#		0	0
Percentage of Tested Scoring 55–100		96%	#		0%	0%
Percentage of Tested Scoring 65–100		84%	#		0%	0%
Percentage of Tested Scoring 85–100		20%	#		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	19	8	16	0	0	0
Number Scoring 55–100	18	6	16	0	0	0
Number Scoring 65–100	17	6	16	0	0	0
Number Scoring 85–100	9	0	8	0	0	0
Percentage of Tested Scoring 55–100	95%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	0%	50%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	46	40	0	1	0	0
Number Scoring 55–100	46	40	0	#	0	0
Number Scoring 65–100	44	39	0	#	0	0
Number Scoring 85–100	26	30	0	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	97%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	57%	75%	0%	#	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	49	70	13	0	1	0
Number Scoring 55–100	37	53	10	0	#	0
Number Scoring 65–100	31	37	7	0	#	0
Number Scoring 85–100	14	11	3	0	#	0
Percentage of Tested Scoring 55–100	76%	76%	77%	0%	#	0%
Percentage of Tested Scoring 65–100	63%	53%	54%	0%	#	0%
Percentage of Tested Scoring 85–100	29%	16%	23%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	40	26	21	1	0	1
Number Scoring 55–100	38	26	21	#	0	#
Number Scoring 65–100	35	25	19	#	0	#
Number Scoring 85–100	23	15	12	#	0	#
Percentage of Tested Scoring 55–100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	88%	96%	90%	#	0%	#
Percentage of Tested Scoring 85–100	57%	58%	57%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	31	97%	0	0%
Students with Disabilities	7	71%	9	78%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	85	5%	13%	71%	12%
	Students with Disabilities	8	25%	38%	38%	0%
	All Students	93	6%	15%	68%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	65	0%	43%	55%	2%
	Students with Disabilities	12	25%	67%	8%	0%
	All Students	77	4%	47%	48%	1%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	65	65	65	13	13	13	78	78	78
Number Scoring 55–64	0	6	3	2	1	1	2	7	4
Number Scoring 65–84	40	24	43	4	5	6	44	29	49
Number Scoring 85–100	24	30	18	0	0	0	24	30	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)